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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 38, No. 2

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Enrollment in Montana's public schools continues to grow

Enrollment in Montana's public schools has increased every year since 1990, and this year is no exception. Preliminary data released by the Office of Public Instruction indicate that the 1994-95 enrollment in Montana's public and state-funded schools has reached more than 164,000 students, a level that was last reached in 1980. The statistics come from enrollment data submitted to OPI this fall by Montana school districts.

Current public school enrollment exceeds 1990 enrollment figures by about 13,000 students, a growth rate of 9 percent over five years. Accommodating the additional students translates into a need for 280 additional elementary teachers and 1,200 additional high school courses in Montana's schools.

"This enrollment growth is occurring at a time of fewer state dollars for education," said State Superintendent of Public Instruction Nancy Keenan. "The combination of more students and less funding has put a tremendous strain on some local school budgets — especially in counties that are experiencing enrollment growth.

Where are the new students coming from? They are not the result of a higher birth rate in Montana, as evidenced by the fact that kindergarten and first grade classes aren't showing significant enrollment growth. Most of the enrollment growth is occurring at the middle grades and high school levels.

Apparently, most of the new students are coming from out of state. Montana's total population is projected to have grown by about 49,000 residents since the 1990 census. "While there is a popular perception that the state's new residents are mostly retirees or young recreationists without children, the increased school enrollment indicates otherwise," Keenan said. "Montana is seeing an in-migration of families with school-age children."

Montana's high schools enrolled 6,000 more students this fall than they did in 1990, a 14 percent increase. And 1,100 of those students have enrolled since last year. Based on a class size of 30 students, this year's increase alone translates into a need for 220

additional high school courses across the state.

The seven largest districts in the state (Billings, Great Falls, Missoula, Kalispell, Helena, Bozeman, and Butte) showed five-year

increases ranging from 2 percent at Missoula Elementary to 12 percent at Bozeman Elementary, and from 6 percent at Butte High

(Continued on page 3)

AESTHETIC ENCOUNTERS



Ruth Hayes, video artist/teacher, works with elementary students on an animation project. See article on the Framework for Aesthetic Literacy, Page 4.

Montana Plan receives funding

"The Montana Plan: Making Good Schools Better" has received \$449,712 in federal funds for the current year. The Montana Plan is a joint project of the Office of the Governor and the Office of Public Instruction. It is designed to help Montanans continue to improve their schools by building on current strengths and thoughtfully planning for the future.

As part of the Montana Plan, Governor Marc Racicot and State Superintendent Nancy Keenan have appointed a State Education Improvement Panel. Names of the panel members will be announced later this month.

The panel of parents, educators, students, local school board members, business and labor leaders, representatives of private schools, American Indian tribal members, and legislators will help develop a state plan for improving education. Town meetings will be held across Montana to allow all citizens an opportunity to offer their ideas for improving education.

In addition, Racicot and Keenan have appointed a task force to make recommendations for the role of technology in teaching and learning. Members of this task force will also be announced later this month. ■

Second Class
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Message from Nancy Keenan

Happy holidays to you and yours!

In the last issue of *Montana Schools*, I discussed the three legislative priorities for education that emerged as I visited with members of Montana's education community during the last several months. In this issue, I would like to share with you more information about these three priority issues:

1. Special education/special needs children

Children with special needs are among Montana's most vulnerable children. This group of children includes special education students as well as children with special needs who are not included in the traditional special education population. The latter are students with a high chance of failure in the school system, such as children with emotional disturbances, those with conduct disorders, and others who may fall through the cracks.

There are two components to this issue: 1) additional state funding for special education; and 2) addressing students with special needs who are not included in the traditional special education population.

Special education funding: The state appropriation for special education has remained at \$34 million for the past six fiscal years. Enrollment in our public schools has increased by more than 13,000 students over this period, and special education child counts have grown by 19 percent.



With funding for special education frozen at a time of growing enrollments, many school districts have had to shift resources away from regular education programs in order to provide special education services.

I have asked the Commission on Special Education Finance to address the level of state funding needed for special education in light of growing enrollments.

Special needs students: Recent changes to services for students with emotional, social, and behavioral disorders have had a dramatic impact on Montana's public schools. A decline in the availability of children's psychiatric hospital services and an emphasis upon community-based services have placed greater demands on public schools to address issues related to children's emotional health. Schools are faced with serving increasing numbers of these children while maintaining the safety of all students and staff in our public schools.

The Commission on Special Education Finance has initially recommended a comprehensive study of this issue to explore the best means of coordinating services for children with special needs. The Office of Public Instruction will be working with the Department of Family Services to implement the Behavior Management Initiative, which would incorporate this study.

2. Technology for teaching and learning

Technology is transforming the way we teach and learn. However, careful planning and sufficient resources are needed if schools are to take full advantage of this powerful tool.

The Office of Public Instruction will request state assistance to help school districts integrate technology into the classrooms. The goal is to enhance the classroom learning process by providing greater access to educational technology, including on-line curriculum projects, educational networks, technical assistance, and systems support.

Access to technology alone, however, does not assure better teaching and learning. Staff development is essential. Furthermore, technology must be fully integrated into each school's overall plan to improve teaching and learning. School districts receiving state support will be asked to demonstrate how the assistance fits into their overall plans for the successful integration of technology into the classroom.

3. Enabling legislation for career development education

A fundamental goal of our schools should be to prepare our students—all of our students—for the next step in their lives, whether it be college, technical education, a job, or some other chosen path. Yet, the traditional structure of our school system assumes that all students will go to college, leaving out thousands of students who do not make that choice.

In reality, every Montana student is engaged in workforce preparation. But the workforce is changing. The well-paid jobs that were available to unskilled high school graduates 20 years ago don't exist today, for the most part. Today, most workers need skills even for entry-level jobs, and they will need an expanding level of basic education that sustains lifelong learning. An estimated 80 percent of new jobs will not require a four-year postsecondary education, at least not at the outset. However, the same 80 percent will require a better educational base than students currently receive. Students must have this educational base if they are to make a successful transition from school to work — work that yields a better standard of living and quality of life.

Governor Racicot and I, in partnership with the Commissioner of Higher Education and the Montana Department of Labor, are working to help Montana's educational system provide career development education for all students. As partners, we will ask the legislature to pass enabling legislation that will lay the foundation for a comprehensive system of career development education in Montana.

Nancy Keenan

EARTHQUAKE!

Is your school prepared?

Montana is the fourth most geologically active state behind Alaska, California, and Hawaii. The following counties are considered as greatest risk: Beaverhead, Broadwater, Deer Lodge, Flathead, Gallatin, Jefferson, Lake, Lewis and Clark, Lincoln, Madison, Meagher, Missoula, Park, Powell, Sanders, and Silver Bow.

Did you know that from September 1993 to September 1994, there were 709 earthquakes in western Montana and adjacent parts of Idaho and Wyoming?

Did you know that earthquakes can be among the MOST manageable of natural disasters?

Did you know that there are many things you can do to prepare yourself, your home, and your workplace for the next earthquake?

Did you know that House Bill 665 mandates earthquake drills and preparedness plans for school districts in Zone 3?

According to Fred Naeher, the earthquake program manager for Montana Disaster and Emergency Services, six counties (Lincoln, Flathead, Lake, Sanders, Missoula, and Powell) recently were upgraded from a seismic risk Zone 2 to Zone 3 (see map

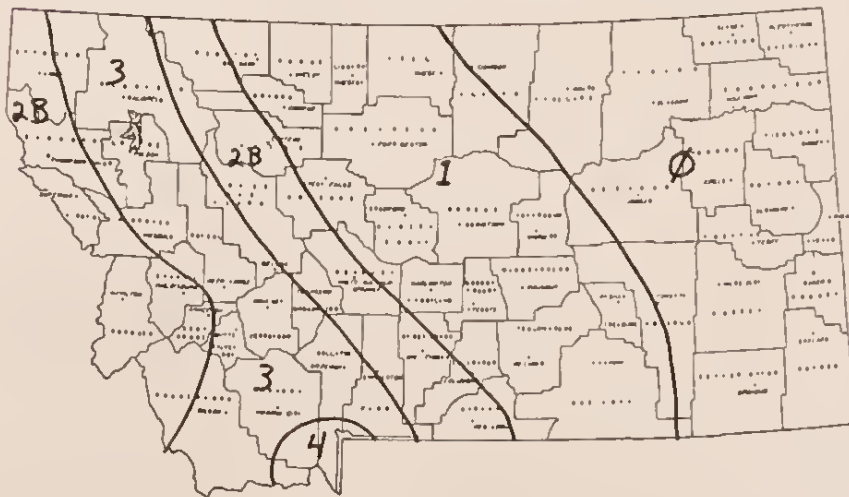
below). Some counties were upgraded to Zone 4 (the same as Los Angeles). Being upgraded to a Zone 3 and higher brings responsibilities to ensure that schools have a detailed preparedness plan and an earthquake drill schedule.

One of Naeher's jobs is to provide the necessary background education, training, and support schools will need to be earthquake savvy. The cost? Education activities will be paid for under a Federal Emergency Management Agency (FEMA) grant. This grant is administered by Montana Tech in Butte and managed by Naeher's office. Extensive teacher training is also offered by FEMA during the spring and summer at the Emergency Management Institute in Maryland.

Naeher has offered to do a presentation at school board meetings, teachers' meetings, or other groups. You can contact him at P.O. Box 4789, Helena, MT 59604-4789 (444-6982). You can also contact your county Disaster and Emergency Services coordinator for more information.

Montana is earthquake country. The "Big One" will happen; but remember, earthquakes are the most manageable of all natural disasters. ■

Montana Seismic Risk Zones



LEGEND:

- 0 Ground movement. Little or no risk to structures.
- 1 Ground movement. Some risk to structures.
- 2B Possible damage.
- 3 Probable major damage.
- 4 Very probable major damage.

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Report on youth violence to be published

"People think it's cool to beat up other people."
"I know lots of kids who carry guns in cars."
"Ninety-eight percent of our student body are civic minded, well meaning, bright, and responsible citizens."
"Prevention is cheaper and more effective than the criminal and court system."

Those are some of the statements Attorney General Joe Mazurek and Superintendent of Public Instruction Nancy Keenan heard from Montana students, educators, and community members this fall. Mazurek and Keenan traveled to six Montana communities in September and October to hear what students and adults had to say about the issue of youth violence.

Mazurek and Keenan undertook this project in response to increasing reports of youth violence in Montana. Montana is not insulated from the problems faced by other states. Youth violence is found in all our schools and communities, both large and small.

In Butte, Missoula, Billings, Miles City, Glendive, and Great Falls, Mazurek and Keenan listened to hundreds of young people in middle and high school classrooms. They met with teachers and school administra-

tors. In the evenings, town meetings were held in which parents, judges, ministers, juvenile probation officers, social service providers, and other concerned citizens offered their experiences and ideas for dealing with the problem of youth violence. Community members in Miles City and Sidney participated in the Glendive town meeting through the use of interactive teleconferencing technology that linked the three sites.

What did Keenan and Mazurek learn? First and foremost, they learned that most Montanans of all ages value the things that make

"Parents are the key players in the effort to curb youth violence, but solving the problem will take the entire community."

Montana a special place to live: concerned parents; community involvement; good schools; and a strong ethic of honesty, trust, helpfulness, and hard work. They also learned that in each community, there is a solid core of concerned citizens willing to help deal with community problems. Although many community programs designed to reduce or

prevent youth violence already exist, most community members believe more needs to be done before the violence escalates.

They learned that most students feel safe in their schools, although a surprising number of students believe that escalating violence and gang activity are inevitable. They learned that many school staff members feel overwhelmed by the need to do much more than simply educate their students. For example, a decline in the availability of children's psychiatric hospital services has placed more students with emotional, social, and behavioral disorders in the regular classrooms, putting new demands on school staff.

The general consensus throughout the six communities was that parents are the key players in the effort to curb youth violence, but solving the problem will take the efforts of the entire community.

A report of findings from this project will be published in the near future. The report will include summaries of what students, educators, and community members in the six communities said, a partial list of programs in Montana that are working to prevent youth violence, and recommendations for the next steps in making our schools and communities safe.

For more information, contact Spencer Sartorius at the Office of Public Instruction (444-4434). ■

Task force reviews Montana Code of Ethics for Educators

Should teachers be required to report the suspicion that a colleague is acting unethically? Does a guidance counselor who also serves as a Title IX coordinator have potentially conflicting responsibilities? Is it appropriate to punish an entire class for something that may have been done by only one student? How can a teacher give fair individual grades for work that was assigned to a group of students?

Questions such as these were recently posed by members of the Task Force to Review the Montana Code of Ethics for Educators.

The blue-ribbon task force spent two days grappling with complex ethical issues while reviewing the current code of ethics and preparing recommendations for revision of the code. Mary Sheehy Moe, a communications teacher at the Helena College of Technology, chaired the deliberations. Participants from K-12 education included Marcia Michels, a fourth-grade teacher from Medicine Lake; Ellis Misner, a secondary English teacher from Fairfield; and Carla Heintz, a school psychologist from Kalispell. Representing higher education was Professor Jean Luckowski, a faculty member in the teacher preparation program at the University of Montana School of Education.

Professor Luckowski opened the session with a mini-course on ethics in education, noting that educators carry a special responsibility because their major clients are children. Consideration of ethical actions looks beyond what educators legally must do and moves into the realm of what they ought or ought not to do, Professor Luckowski said.

Recommendations from the task force will serve as a nucleus for the Certification Advisory Council's deliberations on the ethical obligations of educators. During the coming year, the council will finalize a revised code for distribution to Montana educators.

In the larger sense, however, the code cannot exist as a finished product. Rather, it must form the basis for an ongoing dialogue in which ethical standards continue to be defined and interpreted. That discourse is the responsibility of the entire education community. ■

—Joan Schmidt, Vice Chair
Certification Standards and
Practices Advisory Council

Enrollment

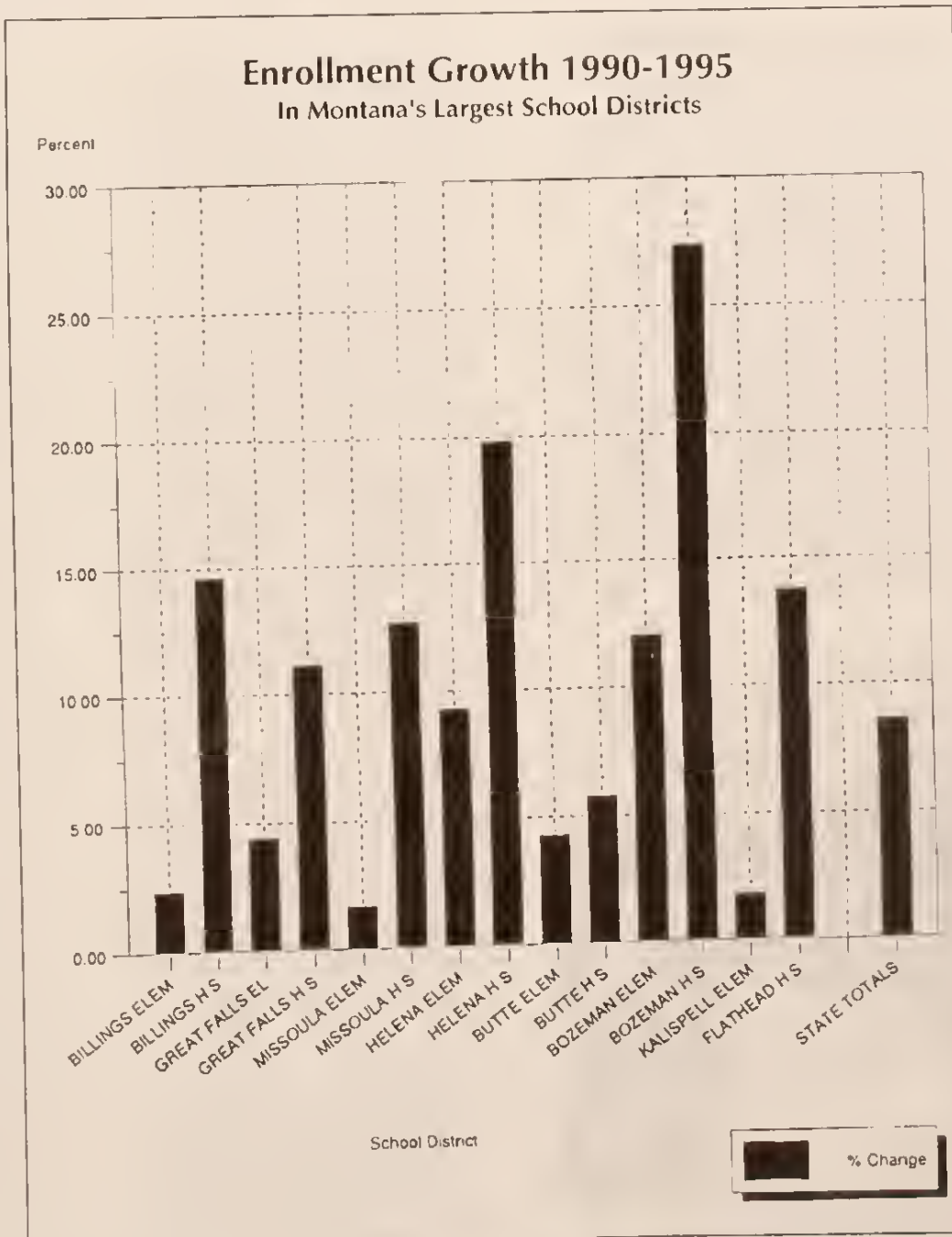
(Continued from page 1)

School to 27 percent at Bozeman High School. Large increases are also indicated for several independent elementary districts adjoining these large districts.

When the enrollment is examined by county, 41 counties show increases since the 1990-91 school year, nine counties show declining enrollment, and six counties held steady with changes of less than 1 percent.

Most of that five-year increase occurred in Montana's most populous counties. Two-thirds of the increase occurred in Yellowstone, Flathead, Gallatin, Missoula, Ravalli, Lewis and Clark, and Cascade counties. "That probably comes as no surprise to anyone who has attempted to purchase a home in those counties recently," Keenan said.

Seven of the counties with declining enrollment are rural eastern counties: McCone, Garfield, Valley, Sheridan, Dawson, Fallon, and Daniels. Two western counties also experienced enrollment declines since 1990: Deer Lodge and Mineral. ■



Framework for Aesthetic Literacy opens new avenues for learning

Imagine yourself as a middle school student listening to the popular music of the 1940s, including Bing Crosby, Ella Fitzgerald, and Frank Sinatra, using the vocabulary of music to describe the elements that make a piece unique.

Then, imagine viewing a film such as *Casablanca* and exploring its cinematic elements. Add a 1940s radio mystery to study the structure of radio plays. Visit a local museum or explore buildings to identify the materials, methods, and structures of the 1940s. Read short stories and poems from a typical 1940s magazine or anthology to identify the basic elements in literary works and explain how they interrelate.

Through these "Aesthetic Encounters," you are learning to perceive and analyze. As you write, rehearse, and perform a radio play or design, illustrate, and write captions for an advertisement of a 1940s product, you are learning to communicate: to write, perform, sketch, and use media techniques. Throughout, you are focusing on the question, "How do the arts both reflect and create our styles and traditions?"

Curriculum cycles

Tradition: The 1940s is one of 27 "curriculum cycles" that were written under the Curricular Frameworks Grant, awarded to the Office of Public Instruction by the U.S. Department of Education. Through this grant, 36 teachers,

"When students encounter and create in English and the arts, the lessons are rigorous."

professors, administrators, parents, and artists from across Montana met, traveled, and corresponded during the 1993-94 school year to develop the **Framework for Aesthetic Literacy**.

A major task for these writers was to concentrate on what students would know and be able to do as a result of their arts and English experiences. Each curricu-



Celeste Miller, storyteller and dancer, teaches elementary students about creative movement and expressing their ideas.

lum cycle is printed on an 11-by-17-inch folder divided into three columns: Encounter, Learn, and Create.

Students "encounter" the arts in studios, museums, theaters, concert halls, books, and other culturally significant artistic or language experiences. They "create" by writing, performing, or producing. The middle column, "Learn," describes what students should know and be able to do as a result of the encounters and creations. This column ensures that when students encounter and create in English and the arts, the lessons are rigorous.

For example, in the high school curriculum cycle based on the question, "How did the art of the Renaissance capture the spirit of the times?" students learn to:

- identify elements and organizational principles in visual artwork;
- describe expressive elements in a work of music;
- compare classical and contemporary dramatic techniques;
- write scripts that clearly describe characters, their relationships, and their environments;
- contrast Renaissance views, themes, and artistic approaches with contemporary ones; and
- apply specific criteria to evaluate the effectiveness of a work.

These "achievement standards" are particularly powerful for teachers because they provide a clear focus for discussions, projects, and assessments. Each curriculum cycle lists achievement standards under the general headings of "Perceive and Analyze," "Communicate," "Connect Cultures and Other Content Areas," and "Interact and Reflect."

Inserted into the curriculum cycle folders are assessment ideas, including rubrics (sets of criteria describing levels of student achievement); pages

emphasizing basic skills; and resource lists.

Teachers can use the curriculum cycle folders as files in which to collect additional activities, resources, and assessments. The folders are color-coded for elementary, middle school, high school, and "adapt to level" cycles (cycles that can be adapted to any grade level, K-12).

Included within the curriculum cycle packets are blank folders on which teachers can write their own activities and achievement standards under the columns labeled "Encounter," "Learn," and "Create."

What is special about a curriculum cycle? In many ways, a curriculum cycle resembles a thematic unit, except that the focus is on a question instead of a topic, for example: *How did the art of the Renaissance capture the spirit of the times?*

In addition, unlike a curriculum that is divided into discrete units, curriculum cycles move naturally from one experience to another and from one cycle to another. Assessment is integrated into each cycle.

For example, in the elementary cycle **Imagination**, students can listen to a *pourquoi* story (a story that explains why something is the way it is), observe nature as a source of these stories, and write an original *pourquoi* story that can be assessed using the scoring guide provided within the cycle. This cycle leads naturally to the cycle **Ties That Bind: Universal Stories**.

The **Framework for Aesthetic Literacy** is not only a model for integration of the arts and English; it is also a model for curriculum restructuring. The concept of the curriculum cycle, the emphasis on achievement standards, and the focus on inquiry can be applied to any subject area.

Model schools

The people who wrote the **Framework for Aesthetic Literacy**, called "ambassadors for aesthetic literacy," are currently providing workshops for school districts and professional organizations interested in implementing this framework.

Application forms, which are due January 31, 1995, are available

(Continued on page 5)

Applications due January 31!

Applications for funding to become a model school for the **Framework for Aesthetic Literacy** are due January 31, 1995. For an application, contact Jan Hahn (444-3714) or Julie Smith (444-4442) at the Office of Public Instruction.



Students at Lewis & Clark Elementary in Missoula work at interpreting art prints.

Aesthetic literacy

(Continued from page 4)

for schools that want to compete for funding to become model schools. Model schools must agree to pilot the framework, secure community support, and open their schools to visitors. Between March of 1995 and July of 1996, over \$200,000 will be divided among the three to five schools selected as models.

Aesthetic Literacy Institute

The last opportunity before January 31 to learn about the framework will be at a special institute at the Colonial Inn in Helena. The institute will be held on January 16, 1995. This day will be filled with workshops on integrating English and the arts, applying to become a model school, and implementing the Framework for Aesthetic Literacy.

Keynote speaker Linda Campbell, professor and chair of Elementary Teacher Education at Antioch University and author of *Teaching and Learning through Multiple Intelligences*, will speak on "Arts and Minds." She will address the role played by the arts in the development of human intelligence, in the academic achievement of students, and in making learning relevant and motivating for all K-12 students.

Twelve breakout sessions,

Ambassadors for Aesthetic Literacy

The following Montanans wrote the Framework for Aesthetic Literacy and are providing workshops for those interested in implementing the framework:

Janet K. Boisvert, Harlem High School
Chris Brewer, Creativity Center, Kalispell
Marilyn Delger, Hawthorne Elementary School, Bozeman
Sherrill Dolezilek, Townsend Elementary
Ed Harris, Billings
Wes Hines, Flathead High School
Brandy Howey, Hinsdale Schools
Ellin Ifft, Arlee Schools
Margaret F. Johnson, Sentinel High School
Karen Kaufmann, University of Montana
Mary Moe, Helena College of Technology of the U of M
Tom Mollgaard, University of Montana
Bob Rennick, Jr., Winifred
Margaret Grant Scott, Lewis & Clark Elementary, Missoula
Pete Shea, Douglas Gold Elementary, Browning
Harry Smith, Carroll College, Helena
J. Malcolm Swan, Polson High School
Brenda Ueland, Castle Rock Middle School, Billings
Susanne Woyciechowicz, Rattlesnake Middle School, Missoula

including two workshops for revising and polishing model school grant applications, and a luncheon will complete the day. Institute registration forms, model school applications, curriculum cycle packets, and the accompanying instructional guide are available from OPI. In addition,

ambassador workshops can be scheduled for your school or district by calling Language Arts Specialist Jan Hahn (444-3714), or Arts Education Specialist Julie Smith (444-4442). ■

—Jan Hahn, OPI
Language Arts Specialist

"People Like Us" curriculum teaches that we're more alike than different

The "People Like Us Disability Awareness Curriculum for Montana's Students" is available from the Division of Special Education, Office of Public Instruction. This curriculum was written by Montana parents and teachers and edited by the staff of Parents, Let's Unite for Kids (P.L.U.K.), a parent advocacy group.

"People Like Us" was designed for use in first, fourth, seventh, and tenth grades. It encourages students to learn more about people with disabilities and to appreciate the things we have in common as human beings. The curriculum is based on the notion that even though a person with a disability may appear different and is different in some respects, the differences are not significant when compared to all we share in common.

The lessons for each grade level raise questions such as how people are the same, how they are different, and in what ways they depend on each other. For a copy of the curriculum, contact Karey Conn, OPI (444-0037). ■

SIMMS project recruiting for math and science teacher leaders and teams

The Systemic Initiative for Montana Mathematics and Science (SIMMS) Project is recruiting for teacher leaders and teacher leader teams.

Forty teacher leaders will be hired at Montana State University, June 12-June 30, 1995. Twenty will be hired at the University of Montana, July 10-July 28, 1995. Salary is \$500/week.

Ten teacher leader teams will be hired at MSU, July 31-August 4, 1995; 10 at UM, June 12-16, 1995. Salary is \$500/week/person. A team consists of a mathematics teacher and a science teacher. Individuals may apply, but if accepted they will be paired with another person.

Requirements include a strong background in mathematics and another area (science preferred), 8-12 years of teaching experience, good English skills, willingness to teach integrated mathematics and/or science, and a general background in the use of technology in teaching.

Teams must agree to present an inservice during the school year. At least one team member must have previous SIMMS education.

Responsibilities include working with a team of mathematics educators to develop an integrated mathematics curriculum for grades 9-12 with accompanying assessment instruments.

Participants will test materials in the classroom and serve as workshop leaders or pilot teachers for integrated mathematics and science materials.

The SIMMS Project was awarded to the Montana Council of Teachers of Mathematics for 1991-1996 by the National Science Foundation. Over this five-year period, SIMMS will develop curricular materials and inservice courses. The project will also recruit minorities as teachers.

Screening of applications will begin on February 18, 1995. Applications for teacher leaders must include a letter of application stating location desired, a resume, two letters of recommendation, and transcripts.

Applications for teacher leader teams must include a joint letter of application stating location and dates desired and detailing previous SIMMS experience. Also include the following for each person: a resume, two letters of recommendation, transcripts, and a letter from the school administrator agreeing to provide time during the school year for inservice.

Applications or inquiries should be directed to Dr. Johnny W. Lott, Co-director, SIMMS Project, Department of Mathematic Sciences, University of Montana, Missoula, MT 59812. ■

Field Notes

School social work: a valuable link

Many Montana school districts are discovering the benefits of hiring social workers to help meet student needs. Nearly every major district has at least one social worker; some smaller districts have combined resources to support a position, usually through special education cooperatives.

Professionally trained social workers have a special blend of broad-based communication skills, mental health training, and sensitivity to others' life experiences. Teachers, parents, and most of all, students, often attest to an improvement in the educational experience when the talents of the social worker are combined with those of other pupil services staff.

With roots as far back as the "visiting teachers" who worked in the northeast part of the United States over 80 years ago, school social workers, in the role of human service brokers, attempt to forge helpful working relationships among the school, family, and community. As teachers and consultants, they prepare clients with the knowledge and skills to prevent problems. As counselors or clinicians, they help students understand their feelings and improve coping skills. Social workers also perform case management, staff development, and administrative duties. Referrals originate with teachers, parents, and often, students themselves.

Currently, 16 professionally trained social workers are employed in Montana schools. Other student services staff or Chapter 1 personnel occasionally perform related tasks, but social workers expect to be called upon to deal with the most complex health care arrangements for children or with the students who are hardest to reach.

Funding sources for these services range from private grants to combinations of federal, state, and local monies. Chapter 1 funds may be used to hire social workers as home-school coordinators. Social workers are specifically mentioned in the revised federal special education regulations as important service providers for students with special needs. Master's level social workers are eligible for Medicaid reimbursement for their districts.

Master's level social workers are guided by a long-standing professional code of ethics and are licensed in Montana through the Department of Commerce. They believe in respect for basic human rights, a sense of social responsibility, a commitment to individual freedom, and client self-determination. The National Association of Social Workers, through its Montana chapter, helps members keep abreast of issues in service provision. For more information about school social work, contact Michael Cantrell, Montana Council of School Social Workers, 415 N. 30th, Billings, MT 59101 or Marianne Moon, Missoula Unified School District, Missoula, MT 59801. ■

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

ARTS EDUCATION
Julie Smith, Specialist
444-4442

Permanent specialist hired

After a two-month interruption in service over the summer, I am once again working as the half-time arts education specialist at OPI. If you've been unable to reach me during the last few months, it is probably because my office, phone, and computer have been in transition. I am pleased to announce that we are all back together again and functioning well. My regular hours are Monday through Thursday, noon until 5:00 p.m. My voice mail will record your messages any day, any time. Also, I hope to be up and running on METNET by the new year.

Discover Card youth programs

Discover Card Services, Inc., in cooperation with the American Association of School Administrators, sponsors a scholarship program to recognize outstanding accomplishments of high school juniors in the following areas: special talents, leadership, obstacles overcome, community service, and unique endeavors. Deadline for nominations is January 10, 1995. Request nomination guidelines by January 3 from TDCTAP, c/o American Association of School Administrators, P.O. Box 9338, Arlington, VA 22219.

An artistic discovery

The Montana Arts Council sponsors an annual competition for high school visual arts students culminating in a display of works in Washington, D.C. Deadline is March 31, 1995. For guidelines, contact Fran Morrow, Montana Arts Council, 316 N. Park, Room 252, Helena, MT 59620.

Artists in residence

There is still time to apply for funding assistance for an artist-in-residence (dancer, musician, theatre artist, visual artist, videographer, writer, or folk artist) in your school and community. Call Fran Morrow (444-6522) at the Montana Arts Council for guidelines and information.

Arts education news

If you are interested in

more in-depth information about what's going on in arts education in the state, contact the Montana Alliance for Arts Education, P.O. Box 2264, Kalispell, MT 59903. Ask to receive their newsletter, *Rhythm*. You can receive two issues before becoming a member.

NUTRITION EDUCATION AND TRAINING
Katie Bark, Coordinator
994-5641

Mini-grants available

For the first time, the Nutrition Education and Training Program (NET) is sponsoring mini-grants for nutrition education. Four mini-grants of up to \$500 dollars will be given to educators for providing nutrition education and/or training to one of the four NET target audiences. These audiences include child care providers, K-12 students, parents of preK-high school students, and school food service personnel.

The purpose of these grants is to teach nutrition education to students in the classroom, cafeteria, or gymnasium (if related to sports/athletics). Parent educa-

tion can also be a focus of the project, as can training for school food service staff or educators in pre-K through high school levels. Child nutrition programs such as school lunch, breakfast, summer food, or child/adult care food programs can be also a focus of a project.

You are encouraged to form a partnership approach to nutrition education and demonstrate a potential for sharing with other educators or school food service personnel.

Applications can be obtained by calling, writing, or faxing a request for an application to the Nutrition Education and Training Program, Montana State University, 202 Romney Gym, Bozeman, MT 59717 (994-5641, fax: 994-6314). **Please give your name, phone number, and address to which you want the application sent.**

The deadline for applications is January 31, 1995. The mini-grants will be awarded by March 31, 1995, and the mini-grant projects must be completed by December 31, 1995.

Applicants will be notified of acceptance or denial of their application.

LIBRARY MEDIA
Diana Boom, Specialist
444-3132

Good news

There is good news for library media programs in the recently passed federal funding bill for education (HR6, formerly called ESEA, now titled IASA: Improving America's Schools Act).

In IASA Title III, Part F, the Elementary and Secondary School Library Media Resources Program retains the separate school library resources program as passed by the House.

When funded, this program will provide assistance for the acquisition of school library media resources for use by students, library media specialists, and teachers in elementary and secondary schools.

In IASA Title III, Technology for Education, school libraries and library media specialists have been more thoroughly integrated into the title, so that school library media centers are eligible for technology assistance and school library media specialists are eligible for technology training. Further, public libraries may be

eligible for partnership activities with schools. Actual fiscal year 1995 funding for IASA III technology programs is \$40 million.

The Chapter 2 school block grant was retained as IASA Title VI, Innovative Education Program Strategies, with support for (but not separate monies for) library services and instructional and media materials as an eligible use of funds.

The above information is taken from the *ALA Washington Newsletter*, October 21, 1994.

This is favorable news for the school library field, and the American Library Association credits the hard work of many library constituents.

If you would like details of the preliminary report, please contact me at the number above, or send a fax to 444-3924.

TRAFFIC EDUCATION
Curt Hahn, Specialist
444-4432

Karen Mulcahy

Karen, my trusty assistant for the past seven years, has accepted a new position at OPI. Karen says she has enjoyed working with and getting to know many of you and sends her best wishes.

Conference

The 1995 OPI/MTEA state conference will be held April 30-May 2, 1995, at the Yogo

Please clip and save!



Certificate renewal requirements

CLASS 2 STANDARD: 60 renewal units each five years, plus one year of successful teaching experience or the equivalent. **As of renewals in 1997** (new or renewed certificates since 1992): it will be further required that 40 of the 60 renewal units be college credit (three semester credits) each five years.

CLASS 1 PROFESSIONAL: Certificates expiring through 1994: One year of successful teaching experience or the equivalent. **Certificates expiring in 1995 and after:** 60 renewal units each five years, plus one year of successful teaching experience or the equivalent.

CLASS 3 ADMINISTRATIVE: 60 renewal units each five years, plus one year of successful teaching or administrative experience or the equivalent in an area of endorsement.

CLASS 4 VOCATIONAL:

4C - Nonrenewable, converts to 4B, 4A, or expires.

4B - 60 renewal units each five years, plus one year of successful teaching experience or the equivalent in an area of endorsement. Effective with certificates expiring in 1997 (new or renewed certificates since 1992): at least 40 of the 60 renewal units must be college credit or technical study (three semester credits).

4A - Bachelor's degree: 60 renewal units each five years, plus one year of successful teaching experience or the equivalent in an area of endorsement. **Effective with certificates expiring in 1997** (new or renewed certificates since 1992): at least 40 of the 60 renewal units must be college credit or technical study (three semester credits).

4A - Master's degree: One year of successful teaching experience or the equivalent in an area of endorsement. **Certificates expiring in 1995 and after:** 60 renewal units each five years, plus one year of successful teaching experience or the equivalent.

CLASS 5 PROVISIONAL: Nonrenewable, converts to other certificate or expires. Renewal units earned **will not** apply to requirements for conversion to a renewable certificate.

CLASS 6 SPECIALIST (school psychologist or school counselor): Four graduate semester (six graduate quarter) credits of academic work or the equivalent which supplement, strengthen, and update specialist preparation, and one year of successful specialist experience or the equivalent.

Questions? Write or call the Certification Division, Office of Public Instruction, Box 202501, Helena, MT 59620-2501 (444-3150)

Inn in Lewistown. Registration information will be mailed in March 1995.

Workshops available

The 1995 High School Traffic Education Curriculum Guide is now available. To receive your free copy and a "walk-through" of the new curriculum, and to obtain updated information on the Cooperative Driver Testing Program, liability issues, and legislation concerns, you are invited to attend one of the following meetings:

Dec. 12: Great Falls, Conference Room, District Administration Building, 1100 4th Ave. S.;

Dec. 13: Wolf Point, Basement Conference Room, District Office Building, 220 4th Ave. S.;

Dec. 14: Miles City, School Library, Custer County District High School, 1604 Main Str.;

Dec. 19: Havre, Room 28, Havre High School, 900 18th Str.;

Dec. 20: Kalispell, Basement Conference Room, Health Promotion Center, 1275 Highway 93 N. (corner of Conway & Burnsway);

Dec. 21: Helena, Conference Room, OPI, 1300 11th Ave.

Attend one of these two-hour workshops at a time and site of your choice. Curriculum guides will not be mailed; they will only be provided to workshop participants. Plan to attend so you can receive your free personal copy!

FOREIGN LANGUAGE Duane Jackson, Specialist 444-3129

Foreign language teachers, make your plans now to attend the spring meeting in Helena, April 20-21, 1995. German teachers can participate in an immersion program April 20-22. Contact me for more information.

LANGUAGE ARTS Jan Hahn, Specialist 444-3714

Confluence, Streams and Dreams

The 1995 Northwest Regional NCTE Language Arts Conference will be held in Spokane, April 29-May 2, 1995. Western Montana teachers are particularly fortunate that the Northwest Regional Conference will be within driving distance this spring. Plan to enjoy four days of outstanding sessions in strands such as the changing English/language arts classroom, technology/media in language arts, integrating the fine arts, and diverse learners and cultures. Call me for registration materials.

Student writing contests

Montana Press Women, Inc., is offering Montana's high school journalism students the opportunity to compete in state and national competition for

cartooning, editorials, features, news, sports, columns, and photography. Contest rules and criteria are being sent to all journalism advisors. The entry deadline is February 20, 1995. If you have journalism students and have not received contest information, please call me or the state coordinator, Lynde Ballew, Great Falls High School (791-2161).

Deadlines for the NCTE Achievement Awards in Writing for juniors and the Promising Young Writers Program for eighth graders are January 23 and January 20, 1995. Please call me for entry forms.

Signatures from Big Sky

Submissions to the student art and literary magazine *Signatures from Big Sky* are due February 1, 1995. Information is being mailed to all elementary principals, high school art and English departments, and librarians. One free copy of the magazine will be sent to each school library in Montana in late spring.

CHAPTER 2

Kathleen Molloyhan, Specialist
444-4317

Reauthorization

The new federal law, Improving America's Schools Act, reauthorizes the old Elementary and Secondary Education Act. Signed by President Clinton on October 20, 1994, the law will probably be in effect for the 1995-96 school year. It contains a Chapter 2-like section, entitled Title VI, Innovative Education Program Strategies. It is a block grant program, similar to Chapter 2 in that it is to be used to support promising local education reform efforts, including efforts to accomplish high educational standards. While the national appropriation figures are somewhat lower than current funding, it is too soon to determine what each state's share will be. Several factors, including an increase from 80 percent to 85 percent pass-through to districts, are likely to influence the amounts available for 1995-96.

NATIONAL DIFFUSION NETWORK (NDN) Patricia B. Johnson, Specialist 444-2736

National Diffusion Network educational programs generated great interest at this year's fall conferences. Some of them are:

TALK (Teaching Activities for Language Knowledge). Improves expressive and receptive vocabulary and language. Grades K-3.

Informal Science Study and Toys in Space. Physical science mini-units based upon recall and use of popular amusement park rides, sports, and playground

experiences. Grades 5-12.

Project Discovery. Career exploration and assessment system that provides "hands-on" work experience. Ages 12 to adult.

Project CLIMB. Improves the total school program by integrating much of the curriculum. Grades K-12.

CATS (Critical Analysis and Thinking Skills). Integrates creative problem-solving and writing skills. Grades 9-12.

Life Unworthy of Life. Uses the Nazi Holocaust to teach about prejudice and to examine democratic principles. Grades 9-12.

Student Team Learning (STL). A collaborative approach that helps students learn, gain self-esteem, feel responsibility for learning, and increase respect among students. Grades 3-12.

For information on NDN programs, please contact me.

HEALTH EDUCATION Rick Chiotti, Specialist 444-1963

Health consultants

The Montana Department of Health and Environmental Sciences (MDHES) employs public health consultants who can answer many health service questions for schools. If you have questions on immunizations or vaccine-preventable diseases, call Joyce Burgett, RN (444-1805). If you have questions about school nursing or school health services in general, call B.J. Archambault, RN, Elaine Fordyce, RN, or Marlene Stellmon, RN (444-2574).

The MDHES also has public health consultants for disease surveillance, community health promotion, pregnancy health, women's health, nutrition, nursing services for children at risk, tobacco control, and tuberculosis control. Between the state health department and your local health department, you have access to a wide array of expertise in dealing with health service issues in your schools. Public health agencies are there to help you—I encourage you to use them.

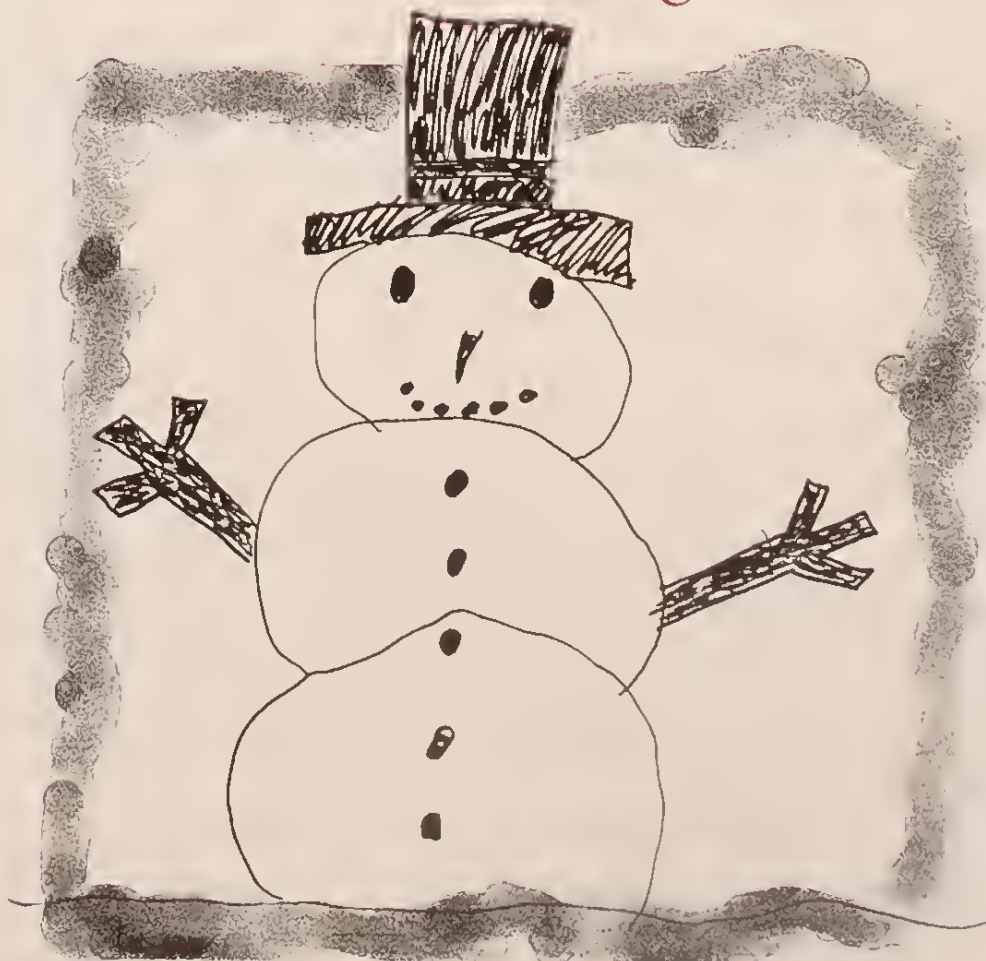
Master teacher program

The Office of Public Instruction, Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD), and Montana State University are in the second year of a new project: the **Health Enhancement Master Teacher Program**. This program will bring about 25 elementary classroom and health enhancement (health and physical education) elementary specialists to MSU, June 11-23, 1995, for an intensive workshop on health enhancement.

These master teachers will then serve as resources to their local districts and regions in the development of health enhancement programs. Funding has been secured to cover room and board, cost of three graduate credits, all materials and supplies, plus a small honorarium for participants.

Interested teachers are encouraged to apply. Participants will be selected based on geographical representation. For application information, call Spencer Sartorius, OPI (444-4434). Applications are due April 1, 1995.

Season's Greetings!



from all of us at opi

Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

Student drawing contest

The American Lung Association of Montana has announced its 1995 Christmas Seals Drawing Contest for children age 6-15.

The creator of the winning poster in Montana will receive an electronic sketch pad, and the poster will be used for the 1995 Christmas Seals. The national winner will receive a \$5,000 computer system.

The winning poster for 1994 was created by Amber Hickman, a third-grade student at the Kennedy School in Butte.

Contest applications can be obtained by calling 800-LUNG-USA or writing the American Lung Association of Montana, 825 Helena Ave., Helena, MT 59601. The deadline is March 15, 1995.

Student writing contest

Send one of your seventh-grade students to Washington, D.C., and help make smoking history.

The American Lung Association of Montana has announced its 1995 letter-writing contest: "Use the Facts: Exercise Your Power." Two seventh-grade students will win an expense-paid trip to Washington, D.C., in June to attend the National Youth Forum.

For more information, contact the Smoke-Free Class of 2000, 825 Helena Ave., Helena 59601 or call 800-LUNG-USA.

History lessons in a box

Have you ever thought of using trading cards in the classroom to teach history, American Indian culture, social studies, or reading?

Old West Legacy Publishing of Helena has created a historical edition of trading cards that give an accurate historical account of the Battle of the Little Big Horn. Each colorful card in the 45-card set displays one of the battle's participants, including 22 American Indians and 22 cavalry members. Also included in the set are three maps pertaining to the battle and other resources. Developed for children age 10 and older, the cards offer an innovative way to spark student interest in history.

The Little Big Horn trading cards are the first in a series of

historical trading cards. Future themes will include the Lewis and Clark Expedition, the Oregon Trail, Legendary Women of the West, the Fur Trade, and Indian Tribes.

Education discounts are available. Contact Old West Legacy Publishing, P.O. Box 719, Helena, MT 59601 (442-3823 or 800-442-3823).

Humanities institutes

The National Humanities Center has announced its 1995 summer institutes for high school history teachers.

From June 25 to July 14, the Center will offer "Divining America: Religion and the National Culture," an institute that will help high school history teachers understand the role religion has played in the development of the United States.

The Center particularly hopes to increase the number of minority teachers participating in these institutes.

For application information, contact the Fellowship Program, National Humanities Center, P.O. Box 12256, Research Triangle Park, NC 27709.

Student poster contest

The Montana Department of Fish, Wildlife and Parks is again sponsoring a statewide poster contest for fifth grade students. The contest theme is "State Parks Make Memories." The contest seeks to enhance students' understanding, awareness, and appreciation of Montana's state parks.

Some topics often identified with state parks that could serve as ideas for a poster include wildlife, prehistoric animals, pictographs, history, ghost towns, rivers, geology, recreation (camping, fishing, boating, water skiing, etc.), and natural environment.

Participating schools will submit their top five selections as finalists in the contest. The top three finalists will receive saving bonds and other prizes. The school submitting the winning poster will receive a free Lewis and Clark Caverns video and the *Great Escapes* book for its library.

Contact Debbie Cheek, Department of Fish, Wildlife and Parks, 1420 East 6th Ave., Helena, MT 59620 (444-4701) to request contest rules and entry forms. Deadline for entries is April 3, 1995.

CALENDAR

1995

1995: United Nations Year for Tolerance

January

26-27: Board of Public Education Meeting, joint meeting with the Board of Regents—Jeannie Worsech, 444-0302

March

20: Drug-Free Schools Regional Meeting, Helena—Rick Chiotti or Judy Birch, OPI, 444-1964

21: Drug-Free Schools Regional Meeting, Billings—Rick Chiotti, OPI, 444-1964

21: Drug-Free Schools Regional Meeting, Missoula—Judy Birch, OPI, 444-1964

22: Drug-Free Schools Regional Meeting, Sidney—Rick Chiotti, OPI, 444-1964

23-24: Board of Public Education Meeting—Jeannie Worsech, 444-0302

May

25-26: Board of Public Education Meeting—Jeannie Worsech, 444-0302

Task Force on Pupil Transportation Finance makes recommendations to Superintendent Keenan

A 29-member task force organized by State Superintendent Nancy Keenan met five times in 1994 to examine the process used for state funding of pupil transportation in Montana.

The group's goal was to "review alternatives and recommend the best means to maintain adequate, safe, and economical access to education in Montana." The group analyzed the current funding mechanism and investigated alternative methods of funding, ways of improving efficiency in the delivery of transportation services, and ways to improve the public image of pupil transportation. In its draft report, the task force recommends maintaining the present state/county mileage reimbursement method. Other recommendations include:

- modifications in how students are counted as eligible for state/county reimbursement;
- elimination of automatic "full" bus status for routes carrying special education students;
- inclusion of a hazardous walking component for bus rider eligibility under three miles;
- closing loopholes in individual transportation contracts;
- developing better guidelines for county transportation committees;
- encouraging collaboration with non-school transportation providers;
- developing inservice requirements for bus drivers; and
- suggestions for more equitable funding of transportation.

For a copy of the draft report, contact Linda Atwood, OPI (444-3096). To comment on the recommendations, contact the task force chairman, Al McMillin, Superintendent, Townsend Schools, Box N, Townsend, MT 59644 (fax: 266-3448). ■

Kudos!

• Rick Chiotti, health specialist at the Office of Public Instruction, was presented with the Centers for Disease Control and Prevention's National Leadership Award for HIV Education Programs.

• Science teacher Dennis Brown of Capital High School in Helena was one of 40 teachers nationwide to receive a \$10,000 TAPESTRY grant from Toyota Motor Sales for innovative science teaching.

• The Environmental Protection Agency, Region 8, awarded its Presidential Environmental Youth Award to DeSmet Elementary School in Missoula for the school's wellhead protection project. Bonner Elementary took second place for its wellhead project.

• Jan Beightel, fourth-grade teacher at Daly Elementary School in Hamilton, is the fifth recipient of the Montana Statehood Centennial Bell Award. The award honors the Montana History teacher of the year.

• Ten people were honored on World AIDS Day, December 1, for their school-based education efforts promoting HIV prevention. They include: Vivian Beals, teacher at McKinley Elementary in Billings; Alice Bengueyfield, teacher at Parkview North Elementary in Dillon; Laurie Kelly, biology and health enhancement teacher at Roundup High School; Jean Keegan, school nurse in the Bonner School District; Patty Kincheloe, teacher and principal at Eureka Junior High School; Rod Meuchel, counselor at Hamilton High School; Patti Miller, health enhancement teacher at Laurel Middle School; Trudi Shjeflo, home economics teacher at Columbia Falls High School; Gail Snyder, health enhancement teacher at Chief Joseph Middle School in Bozeman; and OPI's own Bob Parsley, Indian education specialist and administrator of the OPI Equity Division.

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